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ABSTRACT

Two land-grant universities cooperated with the Extension Service and the National Agricultural Library to identify the knowledge and research base of Extension 4-H Youth Development education and to abstract/compile the foundation materials to strengthen research-based 4-H youth development education throughout the United States. The resources were subsequently sorted for the use of educators according to five basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: communication, educational design, youth development, youth program management, and volunteerism. This annotated bibliography was created by searching the AGRICOLA database and focuses on educational design. Subjects include: (1) needs assessment; (2) program design; (3) program implementation; (4) adult learning; (5) goal statements; (6) leadership; (7) community behavior; (8) communication; (9) program evaluation; (10) life skills development; and (11) program redirection. In addition to being accessible electronically, hard copies of the publications are also available through the interlibrary loan system of university and local libraries. Directions for obtaining cited documents are provided. (ABL)

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A Professional Research and Knowledge Taxonomy for Youth Development: Educational Design

Sandra L. Facinoli
Youth Development Information Center

Revised September 1989

National Agricultural Library
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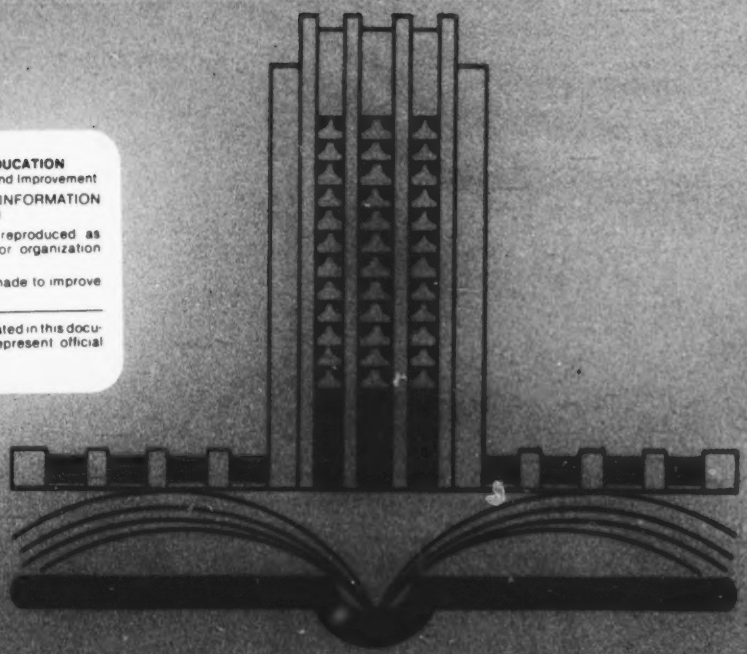

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United States Department of Agriculture

Special thanks go to NAL support staff, Becky Thompson

Background

The Professional Knowledge and Research Base of Extension 4-H Youth Development (4hprk) was a project funded by the Extension Service, U.S. Department of Agriculture. Two Land-Grant Universities cooperated with officials from the Extension Service and the National Agricultural Library (NAL) to identify the knowledge and research base of Extension 4-H Youth Development education and to abstract/compile the foundation materials to strengthen research-based 4-H youth development education throughout the United States.

Professional Research Knowledge Taxonomy Created

The Cooperative Extension Service, Mississippi State University completed the identification, collection, and annotation of works of research and inquiry related to Extension 4-H Youth Development from the academic, public and private sectors. The Ohio Cooperative Extension Service completed the identification and compilation of the knowledge base dimension of the project. This compilation represents the resources most frequently identified by Extension 4-H Youth Development professionals in the States as cornerstones for their educational programs.

The resources were subsequently sorted for the use of educators according to the five (5) basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: Communication, Educational Design, Youth Development, Youth Program Management, and Volunteerism.

Resources Housed at the National Agricultural Library (NAL)

A collection of resources identified as the 4-H professional, research and knowledge base (4hprk) is currently being assembled at NAL. Key research, books, and journal articles are being processed for the collection and subsequently added to AGRICOLA, NAL's national and international electronic database.

This bibliography, A Professional Research and Knowledge Taxonomy for Youth Development: Educational Design, was created by using the identifier "4hprk educational design" during a search of the AGRICOLA database. Readers will find such subject matter as: the Cooperative Extension Service and 4-H philosophy and mission, needs assessment, program design, program implementation, and program redirection.

In addition to being accessible electronically, hard copies of the publications are also available through the interlibrary loan system of university and local libraries.

Accessibility to published literature is one of NAL's goals. Please refer to the end of this bibliography for information on how to obtain copies of these items.

Youth Development Information Center
Established at the National Agricultural Library

One result of this tremendous effort has been the formation of a Youth Development Information Center. A joint project of the Extension Service and the National Agricultural Library, the Center's staff assist youth development professionals with accessing the resources of the Library. The staff also assist the National Association of Extension 4-H Agents as they continue to identify and abstract resources for the 4hprk collection.

The Center staff work with other youth development agencies and organizations in the establishment of national youth information networks. Staff also identify materials for the national collection.

Services offered by the Center's professionals include: answering specific questions, referring users to other agencies and organizations, and conducting literature searches in a variety of databases.

Availability of Cited Documents

Non-USDA Patrons

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0001
The adult learner a neglected species /Malcolm Knowles.
Knowles, Malcolm Shepherd, 1913-. Houston : Gulf Pub. Co., Book Division, c1984. Includes indexes. x, 292 p. : ill. ; 24 cm. Bibliography: p. 257-277. (NAL Call No.: DNAL LC5215.K59 1984).
Abstract: This third edition book examines the various theories of learning and how these are often the basis for adult teaching methods even though they are child learning theories. Knowles contends that techniques for teaching adults must differ from teaching children because adults bring motivations, goals, expectations and experiences which are different from those of children. This book covers theories of learning, androgogy, theories of teaching, applying theories of learning and teaching to human res ource development. The book also contains select articles by Knowles and other authors. Included are case studies, learning styles, using learning contracts, the role of training in organization development and core competency diagnostic and planning guide.

0002
Adults as learners /K. Patricia Cross.
Cross, K. Patricia 1926-. San Francisco : Jossey-Bass, 1981. Includes index. xxvi, 300 p. ; 24 cm. Bibliography: p. 265-287. (NAL Call No.: DNAL LC5219.C744 1981).
Abstract: "Adults as Learners" attempts to develop in its readers a philosophical base for addressing issues relating to adult learning. The author builds, through a holistic approach, a comprehensive understanding of adults as learners by presenting research from a wide variety of methodological orientations and then develops a framework for understanding and interpreting the research. Chapters One through Three are devoted to describing the adult learner through the use of relevant research and demographic data. A discussion of key issues confronting organizations offering adult learning opportunities is presented in Chapter Two. Chapters Four and Five are devoted to presenting an explanation of why adults participate in adult learning. Chapter Four consists of a synthesis of research in motivation for adult learning while Chapter Five introduces several theories explaining why adults choose to engage in learning projects.~ Chapter Six introduces an explanatory Chain-of Response Model for motivation for adult learning. The remainder of the book is devoted to an examination of what and how adults learn with focus on the learning process as a function of aging, adult stages of development, phases of the life cycle, and teaching methods and practice. A second major explanatory model is presented in Chapter Nine where a conceptual framework for analyzing the interactions between learners and their environments is presented.

0003
Analyzing "affective" goal statements.
Stuart, J.A. ; Wallace, S.G. Jr. Washington, D.C. : The National Society for Performance and Instrction. Performance & instruction. Nov/Dec 1988. v. 27 (10). p. 10-14. Includes references. (NAL Call No.: DNAL LB1028.5.N3).
The authors outline an approach to converting affective goal statements into useful learning products. Cited are some theory-oriented discussions that address the process. The authors present a 5-step goal analysis process developed by Mager (1972) and expand on this concept with a 7-step procedure using a real-world affective statement. The procedure does not imply positive results in each situation but shows a progression from abstractions to performance statements. The authors present the procedure as a starting point and state that future research should identify a method to integrate current knowledge in the field as few techniques exist to define abstract learning goals.

0004
Anatomy of the heroin problem: an exercise in problem definition.
Moore, M.H. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Policy Analysis 2:4 (Fall 1976), p. 639-662. p. 263-280. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0005
Andragogy in action /Malcolm S. Knowles and associates.
; Knowles, Malcolm Shepherd,; 1913-. San Francisco : Jossey-Bass, 1984. Includes index. xxiv, 444 p. : ill. ; 24 cm. Bibliography: p. 423-433. (NAL Call No.: DNAL LC5215.A53 1984).
Abstract: "Andragogy in Action" goes beyond the principles and models of andragogy introduced in the author's earlier works to bring together a collection of case descriptions of how andragogical principles have been employed in the field. In the book, thirty-six case examples, submitted by individual contributors, are presented along with a discussion focusing on both the positive outcomes and less successful facets of implementation. The book opens with an overview of the development of Knowles' theories of andragogy plus delineation of a set of basic assumptions and key elements of the andragogical model. The thirty-six case examples are then presented according to the institutional setting in which the programs were conducted.~ Chapters are organized according to institutional applications of andragogy as follows: business, industry, and government; colleges and universities; education for professions; continuing education for the health professions; religious education; elementary and secondary education; remedial education. Knowles concludes with his analysis of

the overall effectiveness of andragogy across a wide variety of settings.

0006
Asking questions /Seymour Sudman, Norman M. Bradburn.
Sudman, Seymour. ; Bradburn, Norman M. San Francisco : Jossey-Bass, 1982. Includes index. xvi, 397 p. : ill. ; 24 cm. Bibliography: p. 377-384. (NAL Call No.: DNAL H62.S796 1982).
Abstract: The primary purpose of the book is to serve as a comprehensive guide to contructing questionnaries for data collection. The authors combine the use of well-established information collection methodologies as well as research findings in outlining a step-by-step process of questionnaie design from start to finish. The book is purported to have practical application to any individual involved in designing a questionnaire, but, particularly those in the fields of sociology, psychology, political science, evaluation, social work, marketing, advertising, and education. Chapter One introduces the central thesis of the book - that questions must be precisely worded if responses to a survey are to be accurate and the survey valid.- Chapter One also discusses the issues of confidentiality, ethics, and the right to privacy as well as providing examples of good and bad questions. Chapters Two through Seven discuss the major issues to be considered in writing individual questions and constructing scales. Topics covered in these chapters include nonthreatening behavior questions, knowledge questions, attitude questions, wording and context, response options, and demographic questions. The remaining four chapters deal with the questionnaire as a whole and include discussions of item ordering, format, directions and instructions, design and administration, precoding, pilot testing, and revising. A summary of the steps involved in questionnaire construction is included in the final chapter.

0007
AV instruction technology, media, and methods /James W. Brown, Richard B. Lewis, Fred F. Harcleroad.
Brown, James W. 1913 Sept. 18-. ; Lewis, Richard Byrd,; 1908-~Harcleroad, Fred F. New York : McGraw-Hill, c1983. Includes index. x, 528 p. : ill. (some col.) ; 24 cm. Bibliography: p. 514-522. (NAL Call No.: DNAL LB1043.B7 1983).
Abstract: The text is designed to serve as a handbook of the principles and practice of AV instruction serving professionals and students in the fields of education, training, and communication. The book focuses not only on the use of various media but on the selection of appropriate media of instruction for a particular instructional situation. The first four chapters deal primarily with systematic organization of instruction and focuses heavily on the incorporation of media of all types into the instructi onal plan. The remaining 13 chapters of the text deal with the selection and use of individual media. Media discussed in detail include chalkboards, displays, graphic materials, tansparencies, photography, still pictures, audio materials, motion pictures, television, specimens, models, games, simulations, computers, newspapers and other print materials, and mutlimedia. In addition, six reference sections assist the reader in becoming skilled in the use various media as well as providing sources of additional information and materials.

0008
Busy 4-Hers make better leaders.
Meyers, J.M. Madison : Extension Journal. Journal of extension. May/June 1978. v. 18. p. 10-14. Includes references. (NAL Call No.: DNAL 275.28 J82).
The results of the test conducted suggest participation in task-related competence training programs, as 4-H projects are designed to be, significantly increase leadership ability. The way the results are obtained allows us to compare the effectiveness of different projects and activities and the impact of changes in projects or activities. Identifying specific leadership skills and behaviors affect how we design projects and programs for junior leaders, adult leaders, and staff. This study shows we don't need to rely on subjective judgements of personality to evaluate how effective youth programs are in developing leadership. Using this method we can provide quantifiable (and thus comparable), objective demonstrations of programeffectiveness, and explore ways to improve selected programs. One of the designer's strongest points is it measures leadership behavior performed in a real task situation. Remember, this test was small and more studies are needed before we say all 4-H projects increase leadership.

0009
Can (and should) instructional design be automated?.
Gayeski, D.M. Washington, D.C. : The National Society for Performance and Instrction. Performance & instruction. Nov/Dec 1988. v. 27 (10). p. 1-5. Includes references. (NAL Call No.: DNAL LB1028.5.N3).
Computer technology has significantly aided the development of instructional materials. There is increasing attention given to ways to facilitate the design of instruction with software tools. An expanding field of potential authors with less knowledge of systematic design decisions may have the need for intelligent performance aids for effective content development and program design. The author describes some available systems, tools for facilitating content development and discusses issues and implications of the development or application of automated instructional design systems.

0010
Citizen participation: characteristics and strategies.
Burke, E.M. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Edmund M. Burke, A Participatory Approach to Urban Planning (New York: Human Sciences Press, p. 65-68), and the Journal of the American Institute of Planners 34:5 (September 1968), p. 287-294. p. 105-127. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0011
Classroom in the woods.
Wade, L. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Spring/Summer 1988. v. 59 (2). p. 21. ill. (NAL Call No.: DNAL 1 EX892EX).
A three year conservation education program in Alabama is described. This program involves 4-H as hands-on forestry-wildlife conservation experience.

0012
Community care and deinstitutionalization: a review.
Segal, S.P. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Social Work 24:6 (November 1979), p. 521-527.- Literature review. p. 433-443. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0013
Community decision behavior: the culture of planning.
Bolan, R.S. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from the Journal of the American Institution of Planners, vol. 35, no. 5, September 1969, p. 209-224. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0014
A community model.
Warren, R.L. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Taken from: The Community in America, 3rd edition by Roland L. Warren. Copyright 1978 by Houghton Mifflin Company. p. 28-36. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0015
Community participation in bureaucratic organizations: principles and strategies.
Litwak, E. ; Shiroi, E.-Zimmerman, L.-Bernstein, J. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Interchange, 1:4 (1970), p. 44-60. p. 70-91. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0016
Comparison of current planning theories: counterparts and contradictions.
Hudson, B.M. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from the Journal of the American Planning Association 45:4 (October 1979), p. 387-398. p. 246-263. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0017
The concept of community: the short circuit of the mental health movement.
Panzetta, A.F. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Community Mental Health: Myth and Reality (Philadelphia, Pennsylvania: Lea & Febiger, 1972), Chapter 1, p. 1-22. p. 36-46. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0018
The conditions of effective implementation: a guide to accomplishing policy objectives.
Sabatier, P. ; Mazmanian, D. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Policy Analysis 5:4 (Fall 1979), p. 481-504. p. 388-403. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0019
The conditions of learning and theory of instruction /Robert M. Gagne.
Gagne, Robert Mills, 1916-. ; Gagne, Robert Mills,: 1916-. New York : Holt, Rinehart and Winston, c1985. Rev. ed. of: The conditions of learning. 3rd ed. c1977.- Includes indexes. xv, 361 p. : ill. ; 25 cm. Bibliography: p. 331-349. (NAL Call No.: DNAL LB1051.G3 1985).
Abstract: This book draws some general conepts from various learning theories in order to find a reasonable answer to the question, what is learning? The text describes how intellectual and cognitive activity takes place and how instruction may be designed to take advantage of these theories. Topics include: processes of learning, association learning, verbal information learning, and designing instruction for learning. References, author index, and subject index included.

0020
Contracting for human services: an organizational perspective.
Kramer, R.M. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. p. 421-432. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0021
Designing evaluations of educational and social programs /Lee J. Cronbach with the assistance of Karen Shapiro.
Cronbach, Lee J. 1916-. ; Shapiro, Karen. San Francisco : Jossey-Bass, c1982 (1987 printing). Includes indexes. xxiv, 374 p. : ill. ; 24 cm. Bibliography: p. 340-358. (NAL Call No.: DNAL LB2806.C7 1982).
Abstract: The aim of this book is to present ways to plan and conduct evaluations that will accurately reveal how well programs are accomplishing their educational and social missions. Chapter One concerns the theory of evaluation in a political institution, with emphasis on the different styles of evaluative inquiry. Chapter Two offers three examples of evaluations of three different programs. A formal methodology for evaluations is presented in Chapters Three and Four, with importance given to external validity and internal validity, respectively. Chapter Five involves how the validity of an external inference is to be defended and what the pitfalls are. Chapter Six offers technical literature on the difficulties of statistical extrapolation, and Chapter Seven describes how to choose questions for evaluation. The controls available for strengthening internal validity discussed in Chapter Eight, while Chapter Nine discusses how to generate data that will help in extrapolations beyond the conditions directly studied. The book concludes with a chapter on how a researcher can do the best evaluation possible.

0022
Development of a curriculum model for planning life skills for 4-H young people /Virginia C. Gobeli.
Gobeli, Virginia C. 1989. Thesis (Ph. D.)--Boston University, 1989. ix, 138 leaves : ill. ; 28 cm. Bibliography: p. 133-138. (NAL Call No.: DNAL S533.F66G6).
Abstract: This study covers the development of a model for curriculum planning for youth development programs in non-formal education programs. The development was identified with life skills (understanding self, communicating and relating with others, problem solving and decision making, using information, managing, and working with others). It identified guidelines for developing the model. As a base for planning youth development programs it includes: mission and philosophy; life skills as outcomes; developmental levels; characteristics, needs, and tasks for youth; and description of an enabling structure. A review by 4-H professional staff indicated it to be appropriate for 4-H.

0023
Development of an approach to evaluate inbound 4-H international programs /by Lillian Larwood.
Larwood, Lillian. S.l. : s.n. , 1979. Thesis (M.A.Ed.)--Washington State University, 1979. Vita. x, 177 leaves ; 28 cm. Bibliography: leaves 57-58. (NAL Call No.: DNAL S533.F66L312).
Abstract: The purpose of this study was to develop an approach that can be used to evaluate inbound 4-H international programs. An evaluation approach was developed using Steele's concept of three essential elements -- criteria, evidence and judgements. The appropriateness of proposed criteria and information collection instruments were reviewed by a panel of state 4-H international program faculty members, and modifications in the criteria and instruments were made. The approach was tested using the 1978 LABO program in Montana (28 host families and 18 Extension faculty members). Judgements about the program -- using the evidence collected in relation to the stated criteria--were made by the LABO program administrator in Montana. A reexamination of the approach after it was tested (a) reaffirmed the choice of criteria, (b) supported the ability of the host families and Extension faculty members to supply useful evidence about the program, (c) supported the utility of selecting a program administrator to make judgements, and (d) suggested some modifications in the information collection instruments.

0024
Do we teach the way 4-H members learn /by Laurie A. Reh.
Reh, Laurie A. New York? : Cornell University Cooperative Extension Service?, 1987? . 51, 5 leaves : ill. ; 28 cm. (NAL Call No.: DNAL S533.R43).
Abstract: This research was conducted to determine the relationship between learning style preferences of 4-H members and teaching style preferences of 4-H adult volunteers through the application of inventories to specific 4-H clientele. The goal of the study was to determine what constitutes an "ideal" educational environment for a very diverse 4-H audience. Seventy-one 4-H members between the ages of 12 and 19, and 26 4-H adult volunteers from two different county 4-H programs were involved. The Kolb learning style inventory, the Gregorc teaching style inventory, and the Hunt conceptual level model were used. This study showed that it is evident that 4-H volunteers preferred to teach in the way they preferred to learn and 4-H members preferred a highly structured environment. Also provided by this study is an understanding of various learning preferences, teaching styles, and educational environments.

0025
Don't slight communication: some problems of analytical practice.
Meltsner, A.J. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Policy Analysis 5:3 (Summer 1979), p. 367-392. p. 224-240. Includes references. (NAL Call No.: DNAL HV41.R4 1983)

0026
Dynamics of strategic relationships.
Torczyner, J. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Social work, vol. 23, no. 6 (November 1978), p. 467-474. p. 168-180. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0027
Education delivery methods preferred by adults who guide children /by Sam Clark.
Clark, Sam. S.l. : s.n., 1987? . "Paper presented at the meeting of the American Home economics Association Annual Meeting, Illinois" -- Abstract. 8 leaves ; 28 cm. (NAL Call No.: DNAL LB2822.75.C5).
Abstract: Purpose was to examine preferences of child care providers for education delivery methods. Seven child-care-related target programs held in the Extension administrative areas of Iowa were followed by praticipant-completed evaluation and extra items about demographics and preferred delivery methods. Completed evaluation were obtained from and 402 participants. Data were subjected to frequency analyses and to product moment coefficients of correlations. Taken as a whole the responding population is female, aged in the 30's, has two or more years of post-high school preparation, is employed outside the home at least part-time in sore form of education endeavor, and resides in a town or small city. This population rates programs with live presenters (people programs) highest in preferred delivery methods. Face-to-face people contact is rated next highest. Electronic media are rated lowest but are still somewhat acceptable. Reading materials are rated below people programs but above electronic media methods. The data in this study support the value of continuing people as a major education delivery method.

0028
Effective communication media for potential minority 4-H youth in Franklin County as perceived by the county 4-H minority advisors /by Richardson Ayodele Koleade.
Koleade, Richardson Ayodele. 1985. Thesis (M.S.)--Ohio State University, 1985. vii, 63 leaves ; 28 cm. Bibliography: leaves 62-63. (NAL Call No.: DNAL S533.F66K6).
Abstract: This study was to identify the communication media/method that could be effectively used by 4-H in reaching the minority youth of 4-H age residing in Franklin County (Columbus) as perceived by the county's 4-H minority advisors, and to describe t he relationship between their perceptions and selected personological characteristics. All responding advisors were female and most between 35 and 39 years of age, two years of service was the most common length of service as an advisor, and most (92%) were black. The seven perceived highest ranking media were, school visits, advertisements on "MIV" or children's channels, television feature programs on 4-H, ads on "rock" special feature programs. Correlations between personological characteristics and perceptions were not high and did not help explain to any great extent the variability in perceptions.

0029
Effective evaluation /Egon G. Guba, Yvonna S. Lincoln.
Guba, Egon G. ; Lincoln, Yvonna S. San Francisco : Jossey-Bass Publishers, 1981. Includes indexes. xxi, 423 p. : ill. ; 24 cm. Bibliography: p. 383-410. (NAL Call No.: DNAL AZ191.G8 1987).
Abstract: The central purpose of the book is to propose and describe a method of evaluation keyed directly to the concerns of those with a stake in the results through the use of naturalistic methods of inquiry. Naturalistic methods are those methods by which truths are established through a qualitative field-based inquiry rather than a predetermined experimental approach. Part One of the book is devoted to analyzing a number of models for evaluation including those advanced by Tyler, Stufflebeam (CIPP), Stake, and Scriven.~ Part Two is devoted to introducing and comparing the nature of various paradigms of inquiry and advocates the use of the naturalistic paradigm, rather than a scientific one for investigation of issues involving human behavior. Part Three introduces the rea der to the utilization of qualitative research methodologies. Topics covered in Part Three include the evaluator as an instrument, interviewing, observation, interpretation of nonverbal cues, and using unobtrusive means and documents. Part Four introduces the actual steps in carrying out a naturalistic, responsive evaluation and includes discussion of such issues as initiating and organizing the evaluation, identifying key issues and concerns, gathering useful information, and reporting results and recommendations.

0030
Effectiveness of time-out: a comparison of psychiatric, correctional and day-treatment programs.
Crespi, T.D. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 805-811. Includes references. (NAL Call No.: DNAL HQ793.A44).
The effectiveness of a time-out intervention for adolescent psychiatric patients, adjudicated (delinquent) youth, and behaviorally disordered youngsters was explored in this study. The research was conducted in three psychiatric hospitals for children and adolescents, a facility for adjudicated youth, and in a day-treatment program. Utilizing a comparative outcome model, 813 occurrences of time-out with 274 youth were investigated in order to assess levels of effectiveness. The results indicated that time-out had a significant impact, and the use of a

child-care specialist as time-out monitor improves overall effectiveness. Important implications for practicing professionals and clinical researchers are noted.

0031
The elements of character mission content of American youth organizations since 1880 /Judith B. Erickson.
Erickson, Judith. S.l. : s.n., 1986? . "Annual meeting of the Midwest Sociological Society, Des Moines, Iowa, March 1986.". 27, 18 leaves : ill. ; 28 cm. Bibliography: leaf 28. (NAL Call No.: DNAL HS2723.E7).
Abstract: Two research questions were addressed in this paper. They were: 1.) Is it possible to discern facets of the dual nature of adult-sponsored organizations for youth through an analysis of the content of their mission statements (directed to adults) and of their pledges/laws/etc., directed to the young members and, 2.) Would a similar analysis of a succession of mission statements and laws of several successful organizations reveal patterns in the adjustments made over time. The focal organization was Boys Scouts of America, but other groups were studied including 4-H. The Minnesota Contextual Content Analysis program was used to classify textual material into four general context categories: traditional, practical, emotional, and analytic.

0032
Evaluating social interventions: a conceptual schema.
Perkins, D.N.T. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Evaluation Quarterly, vol. 1, no. 4 (November 1977) p. 639-656.~ Literature review. p. 314-327. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0033
Evaluating with validity /Ernest R. House.
House, Ernest R. Beverly Hills, Calif. : Sage Publications, c1980. 295 p. : illl. ; 23 cm. Bibliography: p. 287-294. (NAL Call No.: DNAL H62.H64).
Abstract: This book is designed to help individuals interested in the science of evaluation to broaden their understanding of key approaches to evaluation. This book is designed to serve as a detailed taxonomy of modern evaluation and provides an in-depth look at eight basic models of evaluation. Each model is evaluated in terms of its appropriateness and applicability under various situations as well as its relative strengths and weaknesses. Major evaluation approaches discussed include systems analysis, behavioral objectives, decision-making, goal free, art criticism, professional review, quasi-legal, and the case study. The concept of meta-evaluation is introduced as each approach is analyzed.

0034
Evaluation a systematic approach /Peter H. Rossi, Howard E. Freeman.
Rossi, Peter Henry, 1921-. ; Freeman, Howard E. Beverly Hills : Sage, c1985. Includes indexes. 423 p. ; 24 cm. Bibliography; p. 401-414. (NAL Call No.: DNAL H62.R6 1985).
Abstract: Evaluation: A Systematic Approach would be most useful to program developers and evaluators or students of social research. As the title indicates, the book helps the program administrator or evaluator systematically look at the evaluation process and techniques in relation to the total program development process. An important chapter is one that helps practitioners or evaluators recognize that evaluations must be tailored to the program for effective fine-tuning and refinement. An underlying function of this book is helping the program developer and administrator become more accountable for program results. The chapter Program Monitoring and Accountability helps in the assessment of whether or not the program is reaching the appropriate target population and whether or not the delivery of services is consistent with program design specifications. The purpose and value of various monitoring techniques are identified.~ Strategies for Impact Assessment is a chapter that highlights the critical issues of impact evaluations. The authors indicate the difficulties of determining whether a program produces more of an effect, or outcome, than would have occurred either without the intervention or an alternative one. Three chapters follow this introduction to impact evaluation providing the evaluator a complete synopsis of research designs for impact assessment, with one chapter devoted to measuring program cost effectiveness. These chapters provide a good presentation of research designs from within the context of evaluating social service and educational programs. The concluding chapter provides the rationale and reasons for program evaluation use. A major contribution in this chapter is how to reduce conflict between the evaluator and the stakeholders or policy markers using the results. Additionally, five specific guidelines are discussed for maximizing the use of evaluation results.

0035
Evaluation of the Minnesota Pilot of the Congressional Award Program /by Diane Hedin, Paula Simon and Joyce Walker.
Hedin, Diane. ; Simon, Paula.~Walker, Joyce. St. Paul, Minn. : Center for Youth Development and Research, University of Minnesota, 1982. Cover title.~ "September 1982.". 190, 6 p. : forms ; 28 cm. (NAL Call No.: DNAL HQ796.H4).
Abstract: In 1981 the Center for Youth Development and Research, University of Minnesota, was asked to evaluate the Minnesota Pilot of the Congressional Award Program. The Congressional Award Program was established to promote initiative, achievement and excellence

of youth through public service, personal interests, physical fitness, and expedition. The purposes of the study were to: (1) Provide information to staff and board of the Minnesota Pilot Program both as a basis for program improvement and as a documentation of the implementation process. (2) Provide information to the national staff and board to assist them in identifying the strengths and weaknesses of the Minnesota Pilot in order to make objective recommendations regarding the future of the Congressional Award. This report investigated the following issues: the mission and purpose; demographic information about participants; drop-outs from the program; demographic information about advisors; involvement and experiences of advisors; training of advisors; the process of outcomes of goal-setting; the marketing system; and program costs.

0036
An evaluation of the National Youthworker Education Project a summary report /Judy Corder-Bolz, D. Susan Wisely.
Corder-Bolz, Judy. : Wisely, D. Susan. S.l. : s.n., 1980? . "September 1980.". 50 leaves ; 28 cm. (NAL Call No.: DNAL HS3353.C6).
Abstract: The National Youthworker Project came into being as a three-way partnership between the Center for Youth Development and Research at the University of Minnesota; eight girl-serving organizations and the Lilly Endowment. The project was national in scope and was to study the needs, concerns, and aspirations of young women. This summary report presents, in a very condensed form, some of the conclusions gleaned from the 400 page final report. The research finding have also been distributed as a paperback book, Young Girls A Portrait of Adolescence. The eight girl serving organizations studied were: Camp Fire Girls, Girls Club, Big Sisters, Red Cross, Girl Scouts, YWCA, National Federation of Settlements, and 4-H.

0037
Evaluation report of the National Leadership Conference Camp Pin Oak, Missouri, Camp Miniwanca, Michigan, June, July 1982 /submitted by Dan Conrad.
Conrad, Daniel, 1938-. 1982. Cover title.~ "October 1982.". iii, 52 p. ; 28 cm. (NAL Call No.: DNAL BF637.L4C6).
Abstract: The purposes of this evaluation are first to assess the degree to which the formal objectives of the National Leadership Conference (NLC) were accomplished. Secondary, was to understand the operational meaning of the announced objectives. The third purpose was to try to determine what functions, elements, or combination of elements contributed most strongly to the attainment of the above. The extent was to both summative and formative: to provide objective assessment of the outcome of the NLC experience, and to provide information for future development of the program itself. There were various methods of collecting data: participant observation and interviews, questionnaire polls, an formal test. The overall conclusion of the study was that the results of the study called for no change in the model used by the National Leadership Conference.

0038
Evaluation research methods for assessing program effectiveness /Carol H. Weiss.
Weiss, Carol H. Englewood Cliffs, N.J., : Prentice-Hall, c1972. xii, 160 p. ; 23 cm. Bibliography: p. 129-154. (NAL Call No.: DNAL H62.W4).
Abstract: This book holds as its central premise the notion that effective and meaningful evaluation is achieved through utilization of social science research methodologies but conducted in an action context. The book is designed to function as a basic text in evaluation of social programs for both undergraduate or graduate students. Topical areas dealt with in a chapter by chapter approach include purposes of evaluation, formulating the question and measuring the answer, design of the evaluation, the turbulent setting of the action program, and utilization of evaluation results.

0039
An examination of 4-H youths' needs and interests, and implications for State Conference /by Tarri Lou Rude.
Rude, Tarri Lou. 1987. Thesis (M.A.C. Ed.)--Washington State University, 1987. Cover title.~ Photocopy. x, 99 leaves : ill., map ; 28 cm. Bibliography: leaves 71-72. (NAL Call No.: DNAL S533.F66R82).
Abstract: The purpose of this study was to determine the needs and interests of teens in 4-H and whether State Conference is meeting those needs and interests, then develop recommendations that incorporate this information. The findings indicate that 4-Hers are very interested in issues of male/female relationships, drugs and alcohol, teen/parent relations, child abuse, nuclear war and crime. Respondents were asked to rank 3 activities in order of their interest and involvement: (1) 4-H projects, (2) county and state fairs, (3) conferences. The majority rated projects first, fairs second and conferences third. However, those who had attended Conference before tended to rank it higher. Of those who had attended Conference, 90% said it was a good experiment although a number said the cost of conference was a problem.~ Twenty-Four (24%) of those respondents who had never attended Conference but were aware of it said that the cost of Conference was a deterrent to their attendance. Recommendations are made regarding State Conference (cost, marketing and programming), 4-H in general (recordbooks and educational programming), and needs further study.

0040
Executive summary of the final report of the experiential education evaluation project /by Dan Conrad and Diane Hedin.
Conrad, Daniel, 1938-. ; Hedin, Diane. St. Paul, Minn. : Center for Youth Development and Research, University of Minnesota, 198-? . Cover title: Executive summary, experiential education evaluation project. 48 p. ; 28 cm. Bibliography: p. 48. (NAL Call No.: DNAL LB1027.C6).
Abstract: The specific purposes of this study were: To define experiential education and develop a typology of programs; to assess the impact of experiential education programs on the psychological, social and intellectual development of secondary school s tudents; to identify existing measures and instruments ad to design new ones for assessing these outcomes; and to use this data to identify the program variables and practices that are most effective in facilitating student development. The pre-post test data show that experiential education programs can have a positive impact on students' psychological, social and intellectual development. Students in experiential programs tended to increase significantly, both in absolute terms and in relation to students in classroom programs, in the major scales employed in the study. On every scale in the study there were differences among the experiential programs. It was found that the most powerful predictors of growth were characteristics of the experiences of individual students.

0041
Factors associated with 4-H youth's interest in sewing /by Martha Roberts Hartley.
Hartley, Martha Roberts, 1947-. 1984. Thesis (M.S.)--West Virginia University, 1984. Typescript (photocopy)- Vita. vii, 78 leaves : form ; 28 cm. Bibliography: leaves 66-69. (NAL Call No.: DNAL S533.F66H323).
Abstract: The purposes of the study were to survey West Virginia 4-H youth to ascertain if they were interested in sewing, and whether they perceived adult help was available to support this interest. The participants included 494 female members ages 9-21 attending 4-H camps in four West Virginia counties. Two-thirds of the respondents indicated that they had an interest in sewing, yet 46% of the sample with expressed interest in sewing were not enrolled in 4-H clothing projects (p. 01). Forty-two percent of the respondents had never enrolled in a 4-H clothing project although they were interested in sewing. Seventy-eight percent of those who had taken home economics classes in school responded positively to that sewing experience. Support for sewing was provided by mothers in the home, 80% of whom did some sewing with additional support from grandmothers, 41% who sewed. Youth reported grandmothers sewed more than mothers. This study suggests further research be completed to determine motivational factors such a the types of garments and other sewing activities that are of interest to youth.

0042
A feasibility study core subject matter programming in 4-H : one approach to determining program priorities /by Glatha Jean Szabadi.
Szabadi, Glatha Jean, 1940-. 1982. Typescript (Photocopy).- Thesis (M.S.)--Cornell University, 1982. ix, 126 leaves : ill., forms ; 28 cm. Bibliography: leaves 125-126. (NAL Call No.: DNAL S534.N7S9).

0043
Final evaluation report of Youth Experiencing Success (Project SAY YES) /submitted by Dan Conrad.
Conrad, Dan. St. Paul, Minn. : National Youth Leadership Council, Center for Youth Development and Research, University of Minnesota, 1982. 57 leaves ; 28 cm. (NAL Call No.: DNAL HS2725.A3C6).
Abstract: This is the report of an evaluation effort of the Youth Experiencing Success (Y.E.S.) project. The Y.E.S. project was an effort by Saint Louis to deal with critical youth problems of employment and education. It involved high school as teachers and tutors to younger students. The high school students received employment, leadership training and experience. The major issues investigated and reported on are: mission and purpose of Y.E.S., planning and implementation of the program, selection and training of staff, role of high school leaders and what they contributed and received, middle, school participants and what they gained, possibilities for further study, summary of strengths and weakness, and recommednations. The evaluation involved attendance at two planning meetings: participation during the training period; site visits; design, administration, and analysis of questionnaires and pre-post tests.

0044
Generalists in human-service systems: their problems and prospects.
Yessian, M.R. ; Broskowski, A. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Social Service Review 51:2 (June 1977), p. 265-288, University of Chicago Press. p. 180-198. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0045
Getting it together in Chevak a case study of a youth organization in a rural Alaskan village /by G. Williamson McDiarmid.
McDiarmid, G. Williamson. 1983. 53 p. ; 28 cm. Bibliography: p. 53. (NAL Call No.: DNAL HQ796.M2).
Abstract: This paper examines a youth organization developed in a rural Eskimo village both to educate youth and to integrate them into functional roles in the community. What makes this youth

organization unusual is that it is entirely indigenous and self-supporting. It is neither part of a national organization nor is it funded by an outside agency. The data was collected by interview with leaders in the organization, with village leaders, and with youth and their parents. Also, by systematically observing all of CVYA's activities and recording the observations on an instrument specifically designed for this project. Finally, the author searched through past financial records and board meeting minutes for information on the origins and growth of the organization.

0046
A guide for the planning, implementation and evaluation of a 4-H camp counselor training /by Lisa Diane Hille.
Hille, Lisa Diane, 1958-. 1985. Thesis (master)--Washington State University, 1985. Vita. x, 149 leaves : ill., forms ; 28 cm. Bibliography: leaves 102-104. (NAL Call No.: DNAL S533.F66H52).
Abstract: The purpose of this study was to develop, implement and evaluate a practical and effective counselor training for the Clallam County 4-Hsummer camp couseling staff; offering a guide for other 4-H or youth camp directors to follow. Felt needs were analyzed from the evaluations by the Clallam County 4-H camp staff of 1983. Unfelt needs were determined through a study of materials in the area of camp counselor training. Two evaluations took place: evaluation of program upon completion of training, and evaluation of the skills learned at the training and their effectiveness upon completion of the week of camp.

0047
Health services utilization models for human services planning.
Veeder, N.W. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Journal of the American Institute of Planners 41:3 (March 1975), p. 101-109. p. 304-314. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0048
How to design a program evaluation /Carol Taylor Fitz-Gibbon, Lynn Lyons Morris.
Fitz-Gibbon, Carol Taylor. ; Morris, Lynn Lyons.; joint author. Beverly Hills, Calif. : Sage Publications, c1978. "The program evaluation kit was developed ... as a project of the Center for the Study of Evaluation (CSE), University of California, Los Angeles ". 164 p. : ill. ; 22 cm. Includes bibliographies and index. (NAL Call No.: DNAL LB2823.F5).
Abstract: This book presents alternative designs for use in evaluating. Chapter One introduces the reader to evaluation and the evaluation designs in summative and formative evaluations. Chapter Two includes the elements of a design, such as the different types of groups, the times at which measurements are made, and selecting a design. Chapter Three provides an overview of the different designs used, while Chapter Four concentrates on the control group designs. Control group designs are broken down into th e groups of true control groups, which utilizes pretest-posttest and posttest only designs, and the non-equivalent control group of pretest-posttest.~ Chapter Five examines the time series designs, which includes the time series design and the time series design with a non-equivalent control group, while Chapter Six concerns the before-and-after design. Chapter Seven examines analysis of varience (ANOVA), specifically setting up an ANOVA matrix and interpretting the results. The final chapter deals with how to randomize, as in having a representitive sample of the group you wish to evaluate. This book is the third in the Program Evaluation Kit, a series of eight books written to guide and assist in planning and managing evaluations.

0049
The Idaho 4-H leadership development workshop, its development and evaluation /K.A. Bramwell.
Bramwell, K. A. s.l. : s.n. , 1986. Thesis (M.S.) -- University of Idaho, 1986. Title from accompanying abstract. 44, 9 leaves ; 28 cm. (NAL Call No.: DNAL S533.F66B722).
Abstract: The Idaho 4-H Leadership Development Workshop is a leader training program designed to provide a comprehensive understanding of the 4-H program and to teach the leadership skills necessary to successfully lead a 4-H club. The purpose is to slve some of the chronic problems in the 4-H program; i.e., the drop out rate of leaders and youth, low project completion rates, and low participation in some of the activities and programs. An evaluation was conducted to determine if the workshop provided informaion necessary to impact the problems. Descriptive data, ratings of the perceived increase in knowledge and understanding of course concepts, and course evaluation data were analyzed. Findings indicate the workshop may have the potential to provide the education necessary to help slve the chronic problems found in the 4-H program.

0050
The impact of the extension 4-H program on the lives of 4-H all stars in East Central Extension District /E. Wayne Compton, M. Sexton Burkett.
Compton, E. Wayne. ; Burkett, M. Sexton. Blacksburg, Va? : Virginia Cooperative Extension Service, 1984. Cover title. iv, 12, 11 leaves : 1 form ; 28 cm. (NAL Call No.: DNAL S533.F66C623).
Abstract: Becoming an All Star is the highest honor a 4-H member can achieve. Since the inception of the 4-H All Star program 60 years ago, 865 4-H youth from East Central District have been tapped into the Virginia 4-H All Stars. Program evaluation and accountability for

programs which are funded from the public sector is becoming more and more important as demand for fewer public dollars increases. The purpose of this study was to evaluate the long range impact of the 4-H Extension program in East Central District on the lives of 4-H All Stars. The specific objectives of this study were: 1. To describe 4-H All Stars in terms of selected demographic variables: (a) sex; (b) age, (c) early residence and (d) level of formal education. 2. To determine if there were differences in scores on the 4-H related items (on the survey instrument) which could be attributed to the following demographic variables: (a) sex, (b) age, (c) early residence and (d) level of formal education.

0051
Indianapolis girls and young women speak out summary of findings from a comprehensive study of metropolitan Indianapolis girls and young women ages 6 to 24 years /by Linda Haas.
Haas, Linda. Indianapolis, Ind. (3050 N. Meridian St., Indianapolis 46208) : conducted for the Alliance for Girls' Services, c1984. Cover title.~ Photocopy. 89 leaves ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HV879.H3).
Abstract: The Alliance of Girls' Services is an organization that includes as its members many Indianapolis agencies that serve girls and young women. In order to plan future programs and keep in step with the contemporary concerns of young females in their service areas, the alliance member agencies commissioned a three-part research project. Part one: A demographic study, Part two: A telephone survey of agencies, and Part three: Personal interviews with young females. The information generated by the research project is designed to be used in program planning by agencies that serve girls and young women. It covers areas of parent and peer relations; education and employment; sexuality, marriage and parenthood; rule-breaking and drug and alcohol use; recreation; and self concept.

0052
Indicators of quality of the 4-H club delivery system /by John D. Orr.
Orr, John D. Lincoln : University of Nebraska, Cooperative Extension Service, 1985? . 4 p. : ill. ; 28 cm. Bibliography: p. 4 . (NAL Call No.: DNAL S533.F66062).
Abstract: This four-page bulletin reports the finds of a study of Nebraska volunteer 4-H leaders' perceptions of factors they feel contribute to the quality and success of the 4-H club educational delivery system. Of the 9,940 adult volunteers involved in leadership roles with Nebraska 4-H members, a random sample of 230 were surveyed. Their perceptions of indicators of quality are persented here.

0053
Information systems in human services: misconceptions, deceptions, and ethics.
Noah, J.C. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Administration in Mental Health 5:2 (Spring/Summer 1978), p. 99-111. p. 348-356. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0054
Introduction to research in education /Donald Ary, Lucy Cheser Jacobs, Asghar Razavieh.
Ary, Donald. ; Jacobs, Lucy Cheser.~Razavieh, Asghar. New York : Holt, Rinehart, and Winston, c1985. xii, 449 p. : ill. ; 24 cm. Includes bibliographical references and index. (NAL Call No.: DNAL LB1028.A7 1985).
Abstract: This text is designed to familiarize the beginning student in educational research with basic procedures for conducting an original research project while also providing the student with the basic competencies for understanding and evaluating the research of others. The text begins with a overview of the scientific approach as a method of systematic inquiry and a discussion of the role of both inductive and deductive reasoning in scientific thought. This introduction is followed by a section focusing on the formulation of the research question, identifying populations and variables, assembling the review of literature, and deriving hypotheses. A section dealing with statistical analysis discusses the differences between descriptive and inferential statistics and the role of sampling in inference.~ In this section, an emphasis is placed on matching appropriate statistics to the the type of data to be analyzed and the research questions or objectives of the study. The concepts of reliability, validity, as well as different types of measuement instruments are discussed in a section dealing with the fundamentals of measurement. The heart of the text is a discussion of the major types of educational research including ex post facto, descriptive, correlational, historical, experimental, and survey research. The work concludes with a guidelines for writing research proposals and for analyzing, interpreting, and reporting research results.

0055
An investigation of 4-H camping programs in the United States and their contribution to the growth and development of youth /by Delbert Lance Bullard.
Bullard, Delbert Lance, 1942-. 1979. Thesis (D.E.D.)--Texas A&M University, 1979. Typescript (photocopy)~ Vita.~ "Major subject: Urban and Regional Science.". vii, 88 leaves : forms ; 29 cm. Bibliography: leaves 76-77. (NAL Call No.: DNAL S533.F6688).
Abstract: This study has been conducted to help state 4-H coordinators realize

the importance of current youth development data in the camping program, increase participation, and formulate guidelines for expansion, a survey was prepared to determine the status and characteristics of the program from a national perspective. The study indicated that variations in facilities and programs provided a wide range of youth-centered, leader-directed activities. As a result of the study the following goals were established: to develop a long range plan for coordinating 4-H camping and outdoor education programs on a unified national basis; to develop a plan of action to expand the concept of inter agency cooperation between youth-serving agencies; to develop a curric ulum for 4-H camping directors to develop their skills in expanding programming, training techniques, staff and personnel development, budgeting and evaluation.

0056
Issues programming in extension.
; Dalgaard, Kathleen Albrecht. St. Paul, Minn. : Minnesota Extension Service, University of Minnesota, 1988 . Cover title.~ At head of title: Cooperative Extension System.~ "May 1988"--Cover p. 4.~ Includes: Issues programming in extension : executive summary.~ A joint publication of: Extension Service - USDA, ECOP and the Minnesota Extension Service.~ "The authors: Kathleen Albrecht Dalgaard ... et al. "--P. 3. 29 p. : ill. ; 28 cm. Bibliography: p. 29. (NAL Call No.: DNAL LC6223.I8).
Abstract: The purpose of this report is to describe a conceptual farmework for moving toward issues programming in Extension. The paper starts by defining issues programming, describes how it differs from the current disciplinary programming used by Extension, existing processes and structure that would support issues programming are analyzed, and ways to move Extension toward issues programming are suggested. An executive summary outlining the full points of the paper is provided.

0057
Learning theories for teachers /Morris L. Bigge.
Bigge, Morris L. New York : Harper & Row, c1982. xi, 356 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DNAL LB1051.B5 1982).
Abstract: This book is designed as a text in courses of learning theory, educational psychology, or psychological foundations of education. Chapter One: Why Is Classroom Learning a Problem? introduces the reader to the major theories of learning. Chapter Two: What Early Theories of Learning Are Reflected in Current School Practices? examines the major pre-twentieth century theories of learning. Chapter Three: What Are The Two Major Families of Contemporary Learning Theory? presents the Stimulous-Response Conditioning Theory and the Gestalt-Field Theory, while Chapter Four: How Do The Two Familiesof Contemporary Learning Theory Describe the Learning Process? introduces the premise of each theory.~ The other chapters in this book explain several theories of learning and ideas in teaching, such as Skinner's Operant Conditioning Theory, Gagnes Behavioristic-Elastic Psychology, Bandura's Social Learning Theory, the Cognitive-Field Theory of Learning and its use in conjunction with life space, and Bruner's Cognitive Psychology in reaction to teaching and learning. Other topics include how learning transfers to new situations, how teaching is related to learning, teaching for explanatory understanding, and reflective teaching and learning. This book fundamentally describes the modern theoris of learning.

0058
Life skills development through 4-H a survey of adolescent attitudes /by Olivia P. Collins.
Collins, Olivia P. 1984. Thesis (M.S.)--University of Nebraska--Lincoln, 1984. Typescript (photocopy). 95, 22 leaves ; 28 cm. Bibliography: leaves 89 -95. (NAL Call No.: DNAL S533.F66C68).
Abstract: This study was to investigate 4-H adolescents' attitudes about life skills development through 4-H and the influences on this development. All 4-H youth 13 to 19 in 11 Nebraska counties voluntarily completed a written questionnaire with the consent of their parents. The sample consist of 360 teens; 62.8% girls and 37.2% boys. Percentages and frequency counts were used to describe personal and family characteristics, perceptions concerning family relationships and 4-H participation, and persons, projects, and activities influencing life skills development. The Pearson Correlation Coefficient was used to examine the relationship between life skills learning and family strengths. The t-test was used to examine the difference between boys and girls in life skills learning, importance of parent participation in 4-H, and influence of groups other than 4-H on life skills development. The analysis of variance was used to examine the relationship between years enrolled in 4-H, life skills learning, and family strengths.~ The findings show that life skills are learned through 4-H and there is a correlation between life skills learning and family strengths and that the longer young people are enrolled in 4-H, the more they perceive life skills are learned.

0059
Looking in classrooms /Thomas L. Good, Jere E. Brophy.
Good, Thomas L., 1943- . ; Brophy, Jere E. New York : Harper & Row, c1987. xii, 612 p. : ill., forms ; 24 cm. Includes bibliographies and indexes. (NAL Call No.: DNAL LB1025.2.G62 1987).
Abstract: The central purpose of the book is to help teachers, supervisors, principals, and other educators or administrators develop skills in observing and describing interactions

between teachers and students in a classroom situation. By becoming more s killed in classroom observation, the authors contend that, teachers can enhance their effectiveness in attaining educational objectives and goals by modifying behaviors in accordance with what is observed. In addition, the book also presents relevant knowledge, research, teaching techniques, and other findings that can be used to increase teaching teacher effectiveness. In short the book outlines a method for observing, describing, and understanding classroom behavior that can be instrumental in developing a teaching style that facilitates reaching individual and classroom objectives.~ Topics covered in the book include: (1) classroom life; (2) classroom complexity and teacher awareness; (3) seeing in classrooms; (4) teacher expectations; (5) modelipg; (6) preventing problems; (7) coping with problems effectively; (8) motivation; (9) mastery learning, individualized instruction, and open education; (10) teaching heterogenous classes; (11) instruction; and (12) improving classroom teaching.

0060
Mental self-government: a theory of intellectual styles and their development.
Sternberg, R.J. Basel : S. Karger. Human development. July/Aug 1988. v. 31 (4). p. 197-224. Includes references. (NAL Call No.: DNAL RC952.A1H85).
A theory of mental self-government is presented that proposes a set of intellectual styles as a bridge between intelligence and personality. According to the theory, intellectual styles can be understood as governmental in (a) function (legislative, executive, judicial), (b) form (monarchic, hierarchic, oligarchic, anarchic), (c) level (global, local), (d) scope (internal, external) and (e) leaning (conservative, progressive). The article is divided into four main parts. The first discusses alternative models for understanding intelligence, including geographic, computational, and anthropological ones. The second part presents the model of intelligence as mental self-government, and presents a theory of intellectual styles. The fourth part summarizes main points, and discusses the main conclusions to be drawn from the article. A key point to understanding performance in school, work, and personal life is that people naturally seek to match their preferred intellectual styles to tasks and situations that draw upon these styles. As a result, it is necessary in counseling, diagnosis, and training, to take into account styles as well as level of intellect.

0061
Mentorships and the perceived educational payoffs.
Miller, L.M. ; Thomson, W.A.~Roush, R.E. Bloomington, Ind. : The Journal. Phi Delta Kappan. Feb 1989. v. 70 (6). p. 465-467. Includes references. (NAL Call No.: DNAL LJ121.P4P4).
The use of practicing scientists and mathematicians as mentors for secondary science and math teachers will not only improve the teacher's math and science teaching skills, but will also increase their self-respect and renewed enthusiasm for teaching. This was the conclusion reached by the Houston area Mathematics and Science Improvement Consortium in which 33 teachers from 15 public school districts were in attendance during the summer of 1987. Some of the educational payoffs of the mentoring project include dissemination effects, collegial dynamics, professional renewal, low monetary investment and professional image. This approach, if therefore replicated throughout the country, will dramatically improve science and mathematics education contends the report.

0062
Michigan Early Adolescent Survey final report /conducted by : the Department of Family and Child Ecology and 4-H - Youth Programs, Cooperative Extension Service, Michigan State University. ; Joanne Keith and Leah Hoopfer.
: Keith, Joanne.~Hoopfer, Leah. East Lansing, MI : Michigan State University Cooperative Extension Service, 1985? . "With support from the Agricultural Experiment Station and the Cooperative Extension Service, Michigan State University."~ "4-H 1338.". 59 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ792.U5M5).
Abstract: The overall purposes of the survey were to (1) develop a profile of Michigan early adolescents that focused on out-of-school activities and included biological, psychological, and sociological information, (2) develop a profile of families which included early adolescents, (3) assess the developmental needs of Michigan early adolescents and their families, (4) identify how early adolescents used their out-of-school time and how they would like to use it, and (5) gain information related to specific 4-H Youth Programstopics. Data were the results of a state-wide survey of 304 early adolescents and their parents conducted in 1983. Subjects were selected using a stratified multi-stage cluster sampling technique. This report provides descriptive data. Descriptive findings are reported on self-esteem, self-management, career exploration, sex role attitudes, stress and coping, family communication,~ family relationships, family time, parental expectations, parental needs for help outside the home, activities outside of school and other topics of interest to 4-H.

0063
Natural resources for the next decade.
Krasny, M.E. ; Decker, D.J. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Spring/Summer 1988. v. 59 (2). p. 16-17. ill. (NAL Call No.: DNAL 1 EX892EX).

This paper reviews the current status and future needs for stronger linkages between Extension 4-H programs in New York and the research providers such as universities, agencies and private organizations with interest in natural resource education. New opportunities are described through programs such as science interns, master anglers, and sport fishing/aquatic resources.

0064
Needs assessment: a critical perspective.
Kimmel, W.A. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Excerpted from Needs Assessment: A Critical Perspective, prepared by Wayne A. Kimmel for the Office of Program Systems, Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, December 1977.~ Literature review. p. 289-304. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0065
A new approach to the dropout problem.
Woodring, P. Bloomington, Ind. : The Journal. Phi Delta Kappan. Feb 1989. v. 70 (6). p. 468-469. (NAL Call No.: DNAL Lu121.P4P4).
This report deals with the need to understand that keeping all adolescents in high school until they graduate will not necessarily solve the nation's problems. Statistical data and other relevant evidence are used to prove the disadvantages of prolonged years in school. Various reasons why students drop out of school are cited. The report suggests that most urban dropouts need a complete change of environment which can be achieved by the establishment of a revised version of the Civilian Conservation Corps (CCC) of the 1930's.

0066
Often difficult--but worth it. Collaboration among professionals.
Walker, J.A. Madison, Wis. : Extension Journal. Journal of extension. Winter 1988. v. 27. p. 8-10. (NAL Call No.: DNAL 275.28 J82).
This article examines the problems encountered to achieve a successful collaborative effort between extension professionals and academic researchers. A joint effort between the Minnesota Extension Service and the University of Minnesota School of Medicine on stress, depression and suicide prevention among teens is used for this analysis. A description of the program is first provided. Next, the issues in collaboration are highlighted, and finally the lessons drawn from this type of project are enumerated.

0067
Organizational decline and cutback management.
Levine, C.H. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted with permission from Public Administration Review 38:4 (July/August 1978), p. 316-325. p. 56-70. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0068
Participants in the 4-H junior leadership program their characteristics, attitudes, and experiences /by Christine M. Fisher.
Fisher, Christine M. 1982. Thesis (M.S.) -- Ohio State University, 1982. 67 leaves : ill. ; 28 cm. Bibliography: leaf 67. (NAL Call No.: DNAL S533.F66F52).
Abstract: The purpose of this study was to describe the characteristics, attitudes and perceptions of Ohio Junior Leaders about the Junior Leadership program. Junior Leaders from 10 counties in Ohio participated. A mailed questionnaire was used to collect data. The most valuable leadership activities were found to be helping with Junior Fair activities, teaching younger 4-H members and being a camp counselor. Respondents ranked the most important purpose of Junior Leadership to be to learn to lead groups an d secondly, to meet people and make friend. The areas of training which respondents believed they needed most were how to motivate 4-H members to participate, how to recruit new members and styles and concepts of leadership. The type of recognition that respondents indicated they would like to receive was certificates, plaques, or trophies. Recognition by advisors and 4-H agents was also desired.

0069
Peace fair or warfare: educating the community.
JSISAF. De Rivera, J. ; Laird, J. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Summer 1988. v. 44 (2). p. 59-80. Includes references. (NAL Call No.: DNAL HM1.A3J65).
Psychologists who wish to promote peace and justice must investigate how to mobilize the political will of the people in order to improve the policy making of the elite. This is the second study in a program of action research designed to investigate ways of encouraging people to accept personal responsibility for influencing governmental foreign policy. It reports an attempt to create an ideal educational experience--a peace fair--that would provide the set of conditions that the first study suggested were essential for the acceptance of personal responsibility. The fair was successful in convincing individuals that they personally could do something to help prevent nuclear war. However, it revealed a serious weakness in the current peace movement--an inability to portray convincingly a course of national action that could promote peace and justice. This is an essential component for efficient action. Suggestions are made for the next round of research.

0070
Perceptions of benefits derived by individuals participating in Wyoming 4-H programs /by Mary Kay Wardlaw.
Wardlaw, Mary Kay. 1985. Thesis (M.S.)--University of Wyoming, 1985. "May, 1985."~ Plan B paper. iv, 76 leaves ; 28 cm. Bibliography: leaves 45 -49. (NAL Call No.: DNAL S533.F66W34).
Abstract: The purpose of this study was to determine benefits derived by individuals participating in Wyoming 4-H programs. Information in this study can be used by professional Extension staff to implement new, and improve existing 4-H programs. A mail survey of Wyoming 4-H members was conducted. The questionnaire consisted of statements with a 5-point Likert scale and three open-ended questions. The Statistical Package for the Social Sciences "frequencies" program was used to analyze the data. The sample revealed Wyoming 4-H offers positive consequences including knowledge gains, self-attitude development, social attitude and behavior development, happiness, environmental awareness, and future opportunities exploration. Negative consequences reported were unfair competition, too much emphasis on winning, lack of challenge for older members, and interference with other activities. Recommendations for program improvement are included. Counties are encouraged to conduct surveys of local needs and concerns.

0071
Perceptions of 4-H members, leaders and county agents toward the Montana 4-H vegetable gardening projects /by Susan Lynn McMaster.
McMaster, Susan Lynn. 1985. Thesis (M.S.)--Montana State University, 1985. Photocopy. viii, 90 leaves ; 28 cm. Bibliography: leaves 49-51. (NAL Call No.: DNAL S533.F66M23).
Abstract: This study was designed to investigate the perceptions of 4-H members, 4-H leaders and county agents toward the Montana 4-H vegetable gardening projects with respect to experience and skills they felt were important to the projects, instructional materials, weaknesses and strengths of the projects, and recommendations for change or improvement of the project. Data were gathered through the use of mailed questionnaires sent to a random sample of 35 county agents, 60 4-H leaders and 145 4-H members. Acquiring the knowledge and developing the skills needed to care for and manage a well planned vegetable garden project were strengths of the gardening projects and too little emphasis on the basics of vegetable gardening were weaknesses of the Montana vegetable gardening projects.

0072
Perspectives and program proposals for an applied research collaboration by the Center for Youth Development and Research and the 4-H Youth Development Program of the Agricultural Extension Service, University of Minnesota a consultant report /by Zvi Eisikovits.
Eisikovits, Zvi. St. Paul, Minn. : The Center, 1982. Cover title.~ "October 1982.". 17 leaves ; 28 cm. Bibliography: leaf 17. (NAL Call No.: DNAL S533.F66E36).
Abstract: The information which constitutes the basis of this report was collected by a variety of qualitative methods. Semi-structured interviews were conducted with key people both at CYDR and the 4-H. All senior CYDR faculty were interviewed. Also interviewed were 4-H administrative personnel, agents, and volunteers. Particular attention was given to the perspectives of youth involved and not involved in 4-H, although time constraints prevented planned personal interviews with youth around the state. This document has presented an outline for developing a CYDR-based research unit to focus on the research and knowledge utilization needs of 4-H. It is suggested that such a research component could help 4-H personnel to dramatize and utilize the youth development potential in their organization. The author feels such a development is timely and necessary since Minnesota has an appropriate research unit with a closely compatible orientation.

0073
Policy analysis methods and governmental functions.
MacRae, D. Jr. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Stuart S. Nagel, ed., Improving Policy Analysis (Sage Focus Editions, vol. 16, 1980), p. 129-151. p. 360-375. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0074
A power-politics approach to social welfare organizations.
Gummer, B. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Social Service Review 52:3 (September 1978), p. 349-361, University of Chicago Press. p. 47-56. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0075
Practical evaluation /Michael Quinn Patton.
Patton, Michael Quinn. Beverly Hills : Sage Publications, c1982. Includes index. 319 p. ; 23 cm. Bibliography: p. 308-313. (NAL Call No.: DNAL H62.P3).
Abstract: Patton's Practical Evaluation is geared toward evaluators who do relatively small-scale evaluations; its primary concern is for"evaluators operating at the local or state level under severe resource constraints and with little supportive research infrastructure." As the title suggests, it is an extremely practical evaluation guide based on the fundamentals, or basic skills required for effective

evaluation. The author defines evaluation fundamentals as occuring within a framework of utility, feasibility, accuracy, and propriety. Chapters are devoted to each of the fundamentals and cover such things as writing proposals; identifying, organizing, and working with an evaluation task force; goal clarification; design alternatives; questionnaire construction; interviewing; managing information systems; data analysis; making recommendations; and fostering utilization of findings.~ The chapters present the basic material that Patton uses in evaluation workshops he conducts for evaluators, program staff, and program directors. The emphasis of this book is on learning and practicing the fundamentals of evaluation in order that useful information can result from the process. Evaluation issues such as models and types of evaluation also are discussed. Patton provides a chapter devoted to reviewing the overall themes of the book: taking professional standards seriously, actively involving decision makers and information users in the evaluation process, multiple evaluator roles and responsibilities, and individual style. Practical Evaluation is a useful resource for those seeking to carry out practical and utilization-focused evaluations.

0076
A process model for changing organizations from within.
Brager, G. ; Holloway, S. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Administration in Social Work 1:4 (Winter 1977), p. 349-358. p. 198-208. Includes references. (NAL Call No.: DNAL HV41.R4 1983)

0077
A Profile of community-youth organization members, 1980from the High School and Beyond Study of the National Center for Education Statistics.
; Erickson, Judith. Boys Town, Neb. : Boys Town Center for the Study of Youth Development, 1980. Data based on an analysis of the High School and Beyond data from base year 1980 (Version I: November 1980)~ Original study conducted under contract no. 300-78-0208 by the National Opinion Research Center for the National Center for Education Statistics.~ Judith Erickson, principal investigator. 1 v. (various foliations) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ796.P7).
Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basicdata were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic arepresented for the sample as a whole.

0078
A Profile of junior achievement members, 1980from High School and Beyond Study of the National Center for Education Statistics.
; Erickson, Judith. Boys Town, Neb. : Boys Town Center for the Study of Youth Development, 1980. Data based on an analysis of the High School and Beyond data from base year 1980 (Version I: November 1980)~ Original study under contract no. 300-78-0208 by the National Opinion Research Center for the National Center Education Statistics.~ Judith Erickson, principal investigator. 1 v. (various foliations) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL LB3605.P7).
Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

0079
A Profile of vocational student organization members, 1980from the High School and Beyond Study of the National Center for Education Statistics.
; Erickson, Judith. Boys Town, Neb. : Boys Town Center for the Study of Youth Development, 1980? . Data based on an analysis of the High School and Beyond data from base year 1980 (Version I: November 1980)~ Original study under contract no. 300-78-0208 by the National Opinion Research Center for the National Center for Education Statistics.~ Judith Erickson, principal investigator. 1 v. (various foliations) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL LB3613.V6P7).
Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in rthe spring of 1980. Individual participants in the

survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

0080
Program evaluation a practitioner's guide for trainers and educators : sourcebook /Robert O. Brinkerhoff ... et al. .
; Brinkerhoff, Robert O. Boston : Kluwer-Nijhoff ; Hingham, Mass. : Distributors for North America, Kluwer Boston, c1983. xxvii, 223 p. ; 25 cm. Includes bibliographies. (NAL Call No.: DNAL HV11.P739).
Abstract: The "Sourcebook", and included "Casebook", comprise two parts of a three-part package designed as a set of references for use by individuals involved in the evaluation of educational programs. The works have a broad base of application ranging fr om evaluation of corporate training programs to educational programs for youth. The materials provide a framework for designing, conducting, and utilizing evaluation for the purpoe of improving current or future educational programs. They are written for the practitioner as guidelines for conducting useful and practical evaluation projects. The "Sourcebook" begins with a discussion of various interpretations of the meaning of evaluation followed by a step by step treatment of the major components of an evaluation project.~ The authors identify the following as major components of conducting a program evaluation: (1) focusing an evaluation and clarifying its purpose; (2) designing an evaluation; (3) collecting information; (4) analyzing information; (5) reporting - interpreting and using evaluation findings; (6) managing evaluation activities; and (7) evaluating evaluation efforts. A chapter of the book is devoted to each of these major components. A companion material to the sourcebook and included "Casebook" is the "Design Manual" which contains a programmed set of directions, worksheets, examples, and checklists designed for tailoring an evaluation to a particular use.

0081
Qualitative evaluation methods /Michael Quinn Patton.
Patton, Michael Quinn. Beverly Hills : Sage Publications, c1980. Includes index. 381 p. ; 23 cm. Bibliography: p. 369-374. (NAL Call No.: DNAL H62.P32).
Abstract: Patton's Qualitative Evaluation Methods is geared toward the scientific researcher or applied social scientist who wants to expand his or her evaluation repertoire. It is not a "how to" book, but rather it serves as a reference for scholarly exploration of alternatives to strictly quantitative evaluation processes. The book will assist social scientist in determining when it is appropriate to use qualitative methods and how to get useful and valid data. Patton present a flexible approach to the se lection of evaluation methods. It is known as the paradigm of choices: using different methods for different situations. The emphasis is on the importance of understanding the background and context of a situation in order to analyze and interpret data. The text is divided into three parts. Part I is concerned with conceptual issues in the use of qualitative methods for evaluation research.~ Topics in this selection include the definition and recognition of qualitative data, qualitative method strategies, theoretical bases and ideals for qualitative research, and the development of multimodal evaluation designs. The compatibility of qualitative evaluation methods with different evaluation models and processes is presented. Patton sets forth a checklist of evaluation situation for which qualitative methods are appropriate. Part II deals with collecting qualitative data. Covered in this section are such things as strategies and techniques for qualitative interviewing, the stages of fieldwork, the importance of field notes, and various methods of observation. Part III focuses on the analysis, interpretation, and evaluation of qualitative data. The emphasis is on deriving useful information which is supported by theory to help in decision-making processes.

0082
Quality indicators 4-H Club-delivery method : evaluation study / major investigator, John D. Orr .
Orr, John D. Lincoln, Neb. : Nebraska Cooperative Extension Service, Institute of Agriculture and Natural Resources, University of Nebraska, 1984. "September 1984.". v, 108 p. ; 28 cm. Includes bibliographies. (NAL Call No.: DNAL S533.F6606).
Abstract: The focus of this study was the volunteer 4-H leaders perception of selected quality indicators as related to 4-H clubs. To arrive at potential quality indicators for the study, evaluations, printed 4-H literature, and books relating to adolescent education were reviewed. A list of 106 potential quality indicators was developed and considered before the questionnaire was devised. This questionnaire was sent to a stratified random sample of 230 adult volunteer leaders in the state. With the input from this sample, indicators of quality found in the 4-H program were identified, and the 4-H youth development program was identified as being a quality program.

0083
Readings in community organization practice /edited by Ralph M. Kramer, Harry Specht.
; Kramer, Ralph M.-Specht, Harry. Englewood Cliffs, N.J. : Prentice-Hall, c1983. iv, 444 p. ; 24 cm. Includes bibliographical references. (NAL Call No.: DNAL HV41.R4 1983).
Abstract: This book is a selection of readings on the practices of community organization and social planning, encompassing the elements of community organizing, participation, program planning, and policy analysis. Chapter One: Contexts: Community and Organization deals with the sources of the conditions that need to be amended, which includes communities and organizations. Chapter Two: Citizen Participation examines the participation of people in community organization and social planning. Chapter Three: Professional Change Agents and Their Strategies and Chapter Four: The Process of Program Planning: Knowledge and Technology concern the major aspects of the planning practice, program development and planning design. Chapter Five concludes this book with discussions on various aspects of social policy. This book offers much of the current thinking on community organization for the 1980s and 1990s.

0084
Representing consumer interests: the case of American health planning.
Morone, J.A. ; Marmor, T.R. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Ethics 91 (April 1981), p. 431-450. University of Chicago Press. p. 127-142. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0085
The results of the section concerning program emphasis in 4-H from the 1982 survey conducted by the Ohio Cooperative Extension Service /by Stephen D. Schumacher.
Schumacher, Stephen D., 1959-. c1983. Thesis (M.S.)--Ohio State University, 1983. Vita. vii, 105 leaves ; 28 cm. Bibliography: leaves 104-105. (NAL Call No.: DNAL S533.F66S393).
Abstract: The purpose of this thesis was to identify where emphasis should be placed with the different program units in 4-H and to determine the relationships of the following selected attribute variables: sex, age, area of employment and area of resistance. The principal conclusions found were that the respondents felt that some program units should be given higher emphasis while others should be given lower emphasis. Also there were significant differences between groups of each selected attribute variable.

0086
The roles of neighborhood organizations in urban service delivery.
Rich, R.C. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Urban Affairs Papers 1 (Fall 1979), p. 81-93. p. 143-154. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0087
The semantics of participation.
Vandervelde, M. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Administration in Social Work 3:1, Spring 1979, p. 65-78. p. 95-105. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0088
Services integration.
Agranoff, R. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Excerpted from Managing Human Services (Washington, D.C.: International City Management Association, 1977), p. 527-564. p. 327-348. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0089
The social planning design guide: process and proposal.
Zweig, F.M. ; Morris, R. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from Social Work, vol. II, no. 2 (April 1966), p. 13-21. p. 280-288. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0090
Social program implementation: the demand for accountability.
Gates, B.L. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Excerpted from Chapter 3 of Social Program Administration (Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1980).- Literature review. p. 403-421. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0091
Strengthening 4-H in schools.
Burrows, C. ; Zaremba, S. Madison : Extension Journal. Journal of extension. July/Aug 1982. v. 20. p. 18-22. Includes references. (NAL Call No.: DNAL 275.28 J82).
The potential of "4-H in the schools" is unlimited. A gap exists between the world as experienced by students in classrooms and the rest of the world. If schools encourage students to take advantage of community opportunities outside the instructional program, then students may be better able to relate school studies to the rest of their

lives. "4-H in the schools" can provide instructional resources, things and places to explore, and hands-on experiences. 4-H and schools can become partners in education, each building on the other's strengths. Accordingly, it is recommended in the authors' study that 4-H change its identification from an informal "out-of-school" educational program to a "non-formal, educational, character and skills-building youth program."

0092
A study of the effect of 4-H membership on societal behavior /by Geraldine Holt.
Holt, Geraldine. 1981? . 1 v. (various foliations) ; 29 cm. Bibliography: leaves 1-2 (4th group). (NAL Call No.: DNAL S533.F66H62).
Abstract: This research was undertaken to study the relationship between 4-H membership and the presence of positive behavioral patterns among past 4-H members against patterns of those not in the program. Both the study and control participants were from San Bernardino County, California, with the study group having been enrolled in 4-H during 1973-74. Participants in the control group were neighbors of the 4-H respondents, and of similar age and sex. Responses to questionnaires asking for sociodemographic; community involvement; societal behavior; drug, alcohol and cigarette use; age, ethnicity and sex information were tested for association using the standard Chi-square test. When tested for significance by years of membership, in many areas, those involved in the 4-H program five or more years show significantly more positive behavior than those in only one year. The conclusion, as a result of this study, is that 4-H does appear to significantly influence the lives of those involved and induce them to become more responsible members of society.

0093
Summary of early 1984 survey responses on Minnesota 4-H camping programs /Jerry Beker.
Beker, Jerry. 1984. Cover title.- Letter dated May 21, 1984. 4, 3, 2 leaves of plates : forms ; 28 cm. (NAL Call No.: DNAL S533.F66B45).
Abstract: This is a summary to the responses to a camping questionnaire sent to all Minnesota counties in 1984. The findings have not been analyzed in this report. There is a copy of the questionnaire attached as well as a list of respondents' general suggestions on 4-H camping.

0094
Survey of 4-H natural resource project members and alumni /prepared by James L. Byford.
Byford, James L. 1981. Cover title.- "January 1981.". 16 leaves ; 28 cm. (NAL Call No.: DNAL S533.F66B92).
Abstract: This report is the result of an effort by the National 4-H Natural Resources Committee to evaluate current, short term, and long term effects of 4-H natural resources projects on the lives of 4-H'ers. Efforts were made to contact as many 4-H'ers and former 4-H'ers as possible who had demonstrated excellence in any of the natural resources projects in all states. Contacts with clientele to be surveyed were made by state 4-H departments and state natural resources extension specialists who work or have worked with clientele. Most responses were forwarded directly to the committee; some were sent to the state contact and then on to the committee. Results from 142 persons from 21 states are presented in table forms with selected comments from respondents as to the value of natural resources to them.

0095
Survival skills for managers /by Marlene Wilson.
Wilson, Marlene. Boulder, Colo. : Volunteer Management Associates, c1981. 264 p. : ill. ; 23 cm. Includes bibliographies. (NAL Call No.: DNAL HD31.W557).
Abstract: Marlene Wilson's "Survival Skills for Managers" provides a comprehensive and practical guide for those who manage others in increasingly technocratic organizations. Her view, which emphasizes creativity, asserts that efficiency in organizational programming is not enough. She argues that "it is often within well-managed and efficient programs that people are hurting most" and her creative management approach stresses that people must come to feel that they are as important as the program. This guide provides applicable tools such as worksheets and action guides, assessment instruments to help clarify orientations, and theoretical frameworks for volunteer and staff managers; together the chapters provide a comprehensive look at saving managers from falling into common organizational pitfalls.- Chapter I investigates the creative process, looks at the hostile environment that most organizations provide for creativity, discusses creative blocks, and provide strategies to use to become a more creatively-minded manager. Chater II discusses some of the societal problems that affect all organizations and presents creative prob.em-solving models and techniques. Chapter III is concerned with theoretical orientations toward power, the stages of power, and power's processes. Practical tips for improving negociation skills are presented. The final three chapters deal with conflict management, stress management, and time management. These chapters present models and theories appropriate for each topic, but more importantly, skills and coping strategies for each problem area are outlined. The practical, yet scholarly, orientation of this book will help managers not only to survive, as the title suggests, but also to thrive in the modern workplace.

0096
Task performance and perceived training needs of North Dakota 4-H ambassadors /by Hugo Antonio Huapalla Naupay.
Huapalla Naupay, Hugo Antonio. 1984. Colloquium paper (M.S.)--North Dakota State University, 1984. Typescript (photocopy). vii, 113 leaves : forms ; 28 cm. Bibliography: leaves 97-99. (NAL Call No.: DNAL S533.F66H7).
Abstract: The purpose of this study was to identify leadership tasks which North Dakota 4-H Ambassadors felt appropriate for them to perform and to determine their ability to perform those tasks. The population of the study was the seventy-three North Dakota 4-H Ambassadors. A questionnaire was developed and sent to each 4-H Ambassador. Frequencies, percentages, and averages were determined in analyzing the data. 4-H Ambassadors are mostly rural youth consisting of two-thirds female; college students with seven or more years of experience as a 4-H member; and four or less years as a 4-H Ambassador. A majority felt the 65 given leadership tasks were appropriate. A majority of the respondents reported being well prepared to perform half of the 65 given leadership tasks.

0097
A Taxonomy of the Knowledge Base for 4-H Youth Development Education phase 1 /Charles W. Lifer, project director ; Gary W. Gerhard, researcher.
; Lifer, Charles W.-Gerhard, Charles W. Washington, D.C. : Cooperative Extension System, 1987. Final report.- "A project conducted jointly by the 4-H Youth Development Unit of the Cooperative Extension Service and the United States Department of Agriculture, Science and Education/Extension Service"--Cover.- August 1987.- OSU-PRK-1. 1 v. (various pagings) : ill. ; 28 cm. (NAL Call No.: DNAL aS533.F66T3).
Abstract: The Knowledge & Research Base of Extension 4-H Youth Development is funded by the Extension Service of the United States Department of Agriculture, Science and Education Office. Two Land-Grant Universities cooperated with officials of USDA and the National Agriculture Library, Beltsville, Maryland, to identify the knowledge and research base of Extension 4-H Youth Development education and extract/compile the foundation materials for a database to strengthen researched based 4-H youth development education throughout the United States of America. Lists of Books, Journals, Associations, Organizations, In-Service Education in Cooperative Extension Services, Knowledgeable Individuals, Coursework, and Other Resources have been sorted for the use of educators according to the five basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: Communication; Educational Design, Youth Development, Youth Program Management, and Volunteerism.- This information will comprise the underpinnings of an electronic database entitled "4h prk" to be housed at National Agriculture Library (NAL) and accessible both electronically and hard-copy loan to youth development educators through the AGRICOLA and Inter-library loan systems.

0098
Teaching adults effectively /Alan B. Knox, editor.
; Knox, Alan Boyd,; 1931-. San Francisco : Jossey-Bass, 1980. Includes index. viii, 104 p. ; 24 cm. Bibliography: p. 96-100. (NAL Call No.: DNAL LC5219.T4).
Abstract: The central purpose of the work is to identify important concepts and practices in adult education to help the teacher or supervisor increase the effectiveness of teaching. The sourcebook is comprised of a collection of nine chapters, each written by a leading author in adult and continuing education. The first five chapters each deal with a specific provider agency and clientele. Learning settings addressed are evening credit courses, limited education audiences, corporate training programs, community colleges, and distance learning. Chapters six through eight address major concepts, practices, and other literature that helps teachers increase effectiveness. Topical areas discussed in these chapters include critical decision making for teachers, small group instruction, and supervision of teachers of adults. The final chapter reviews major concepts of teaching adults effectively and also summarizes key implications for action.

0099
Teenagers & 4-H /authors: Stephen F. Hamilton, Sheryl Kenny.
Hamilton, Stephen F. ; Kenny, Sheryl. New York, N.Y.? : National Association of Extension 4-H Agents, 1984? . Cover title.- Research conference, paper no. - For the presentation at the 4-H ... Keystone of the future, National Association of Extension 4-H Agents, 40th Annual Conference. 7 leaves ; 28 cm. Bibliography: leaf 7. (NAL Call No.: DNAL S533.F66H32).
Abstract: 4-H club membership rolls from two New York State counties were used to select a sample of 62 young people who were currently teenagers and had been 4-H members five years earlier. In telephone interviews they were asked whether they were still 4 -H members and why or why not. Teens who had dropped out complained about the absence of challenge, the narrowness of social contacts, and the dominance of adults. To retain more teenagers, 4-H must offer diverse activities, increasing leadership, and adult leaders who are skilled in working with adolescents.

0100
TV news & children / Peggy Charren and Carol Hulsizer .
Charren, Peggy. ; Hulsizer, Carol. Cambridge, Mass. : Action for Children's Television, c1987. Cover title. 25 p. : ill. ; 22 cm. (NAL Call No.: DNAL HQ784.T4C5).
Abstract: This book was developed in response to many of the questions raised

about the effect of TV news on young audiences. It briefly identifies some of the problems relating to children and news, and proposes some ideas for broadcasters, families, and schools to consider. It explores the idea that children are as important a target for news and information programming as are adults. The book also gives information on how to help children cope with the news, especially items which may be unsettling to children such as the shuttle disaster and the Chernobyl explosion.

0101
Two Boy Scout troops the impact of the troop culture on what boys learn /by Anne Shinkwin and Judith Kleinfeld.
Shinkwin, Anne. ; Kleinfeld, Judith. Fairbanks, Alaska : Institute of Social and Economic Research, University of Alaska, 1983 . "Prepared for the National Institute of Education under research grant NIE-G-79-0153."~ Distributed to depository libraries in microfiche.~ "May, 1983."~ Stamped on cover: ED232834. 32 p. ; 28 cm. Bibliography: p. 32. (NAL Call No.: DNAL HS3313.S5).
Abstract: To obtain an understanding of the goals of scouting and how these goals were to be achieved, organizational literature (the Boy Scout Handbook and the Troop Committee Guidebook, merit badge pamphlets, etc.) was analyzed. To obtain an understanding of how troops actually functioned, two different Boy Scout troops were observed for seven months. In this study, local troop ideology emerged as the key variable in explaining troop differences; adults define the ideology and most youth members support it. The educational experience each troop created differed profoundly, even though each followed the official scouting program.

0102
Urban planning as policy analysis: management of urban change.
Rondinelli, D.A. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Reprinted from the Journal of the American Institute of Planners, vol. 39, no. 1, January 1973, p. 13-22.~ Literature review. p. 375-388. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0103
Utilization-focused evaluation /Michael Quinn Patton.
Patton, Michael Quinn. Beverly Hills : Sage Publications, c1978. 304 p. ; 23 cm. Bibliography: p. 292-303. (NAL Call No.: DNAL H62.P37).
Abstract: In this book the author presents a comprehensive model for evaluation built upon the central; premise that evaluation research must be capable of producing findings that can be effectively used in program decision making. The author draws upon relevant research, personal experience, and a body of knowledge from a variety of disciplines in development of the work. Case studies, examples and various scenarios are presented to help introduce the major points of each chapter. The first three chapters set a framework for thinking about the evaluation process. Chapters Four and Five introduce the concept of decision makers and information users and their relationship to identifying the focus of the evaluation. Chapters Six and Seven discuss the notion of goals in the evaluation process while Chapter Eight deals primarily with the implementation of the evaluation project. Chapters Nine through eleven discuss paradigms of evaluation research and design as well as subsequent analysis, interpretation, dissemination, and utilization of the findings. The comprehensive model proposed by the author is outlined in Chapter 12 in a step-by-step fashion.

0104
Volunteers, resource for human services.
Naylor, H.H. Englewood Cliffs, N.J. : Prentice-Hall, c1983. Readings in community organization practice / edited by Ralph M. Kramer, Harry Specht. Excerpted from Volunteers, Resources for Human Services, by Harriet Naylor. Reprinted from Project Share--Occasional Paper Series, p. 5-35. p. 154-164. Includes references. (NAL Call No.: DNAL HV41.R4 1983).

0105
Why trees are important.
Mathis, T. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Spring/Summer 1988. v. 59 (2). p. 7. ill. (NAL Call No.: DNAL 1 EX892EX).
This school enrichment program in South Carolina focused on forestry and involved 900 youth. The design included a variety of instructional techniques during the one hour program.

0106
Youth participation & experiential education /Daniel Conrad and Diane Hedin, guest editors.
; Conrad, Daniel,; 1938--Hedin, Diane. New York : Haworth Press, c1982. 156 p. : ill. ; 23 cm. Includes bibliographical references and index. (NAL Call No.: DNAL HV701.C47).
Abstract: This book is divided into three sections. Each section is comprised of articles from leading experts. The experts discuss the present and future impact of experimental education on adolescents. The volume addresses critical theoretical issues of experimental education and its impact and value in light of major research studies. The authors describe seven exemplary youth participation programs. A bibliography is provided.

0107
4-H = fishing + families + fun.
McCarty, S.I. Washington, D.C. : The Administration. Extension review - U.S. Department of Agriculture. Spring/Summer 1988. v. 59 (2). p. 40-41. ill. (NAL

Call No.: DNAL 1 EX892EX).
Every adult attending this Fishing Workshop was encouraged to bring along a youth. Instruction included fishing and related technique training, as well as, how to teach youth for the adults. The author reported 92 percent of the adults felt the inclusion of youth positively influenced their decision to attend and 90 percent reported that having the youth there enhanced their own experience.

0108
4-H Calculating Consumer Project its effect on members' knowledge, attitude, and behavior /by Shirley W. Hastings.
Hastings, Shirley Welch, 1949-. 1985. Thesis (Ph. D.)--Oklahoma State University, 1985. Cover title.- Typescript (lithograph copy)- Vita. viii, 128 leaves : forms ; 29 cm. Bibliography: leaves 78-87. (NAL Call No.: DNAL S533.F66H292).
Abstract: The purpose of this quasi-experimental study was to assess the impact of the 4-H Calculating Consumer Project on 4-H members' knowledge of consumer practices, their attitudes regarding consumer practices, and their adoption of positive consumer practices. A stratified random sample of 19 4-H clubs composed of 399 boys and girls, 12 to 15 years of age was randomly assigned to the control group and the experimental group. The research designed utilized pretest, posttest and a 3 month follow-up. Data analysis showed no significant difference in pretest scores between control and experimental groups, statistical analysis using t-tests revealed significant difference ($p=.0001$) in posttest scores between the experimental and control groups in knowledge, attitude, and practice adoption. Volunteer commitment level, was similar for all volunteer project leaders.- The positive effects of the project materials remain significant three months following the conclusion of instruction.

0109
4-H camping does it develop life skills? /by M. Sexton Burkett, J. David Barrett.
Burkett, M. Sexton. ; Barrett, J. David. Blacksburg, Va? : Virginia Cooperative Extension Service, 1985. 7 leaves ; 28 cm. (NAL Call No.: DNAL S533.F66884).
Abstract: This study had a 3-fold purpose: to describe 4-H'ers in terms of ten demographic variables; to compare scores of the two study groups on ten 4-H survey items; and to determine the relationship between demographic variables and the 4-H survey items. Results indicated that the treatment and control groups of 4-H'ers were the same age, predominately female, enrolled as in-school members and had a predominantly rural background. There was indication that 4-H'ers who had camped, knew more 4-H'ers by their first name and worked on more 4-H projects, had performed more leadership roles, had worked on more 4-H project books, had completed more project books, had learned more skills, held an overall more positive feeling toward 4-H, and were more willing to continue their involvement with 4-H. In general, the demographic variables were not strongly associated with the 4-H survey items.

0110
4-H impact on Nebraska home extension club members /John D. Orr and Kenneth L. Nelson.
Orr, John D. ; Nelson, Kenneth L. Lincoln, Neb. : Nebraska Cooperative Extension Service, 198-? . Caption title. 2 p. : ill. ; 28 cm. (NAL Call No.: DNAL S533.F66063).
Abstract: This study was designed to answer questions as to impact of 4-H programs on Home Extension Club members and to determine what percentage of the members of the Nebraska Council of Home Extension Clubs has been involved in 4-h either as members, parents, or leaders. A survey was developed and mailed to a random sample of 400 Nebraska Home Extension Club members. Findings indicate two-thirds of those responding felt the 4-h program was a very important part of the youth educational structure; 60% fel t it was very effective in teaching home economics skills and attitudes; over 40% had been 4-H members; 66% had children in 4-H at some point; and 44% had served as volunteer leaders.

0111
4-H participation and personal development as perceived by twelfth grade members in Delaware County, Iowa /by Rodney Bruce Hamer.
Hamer, Rodney Bruce. 1981. Thesis (M.S.)--Iowa State University of Science and Technology, 1981. Typescript (photocopy) iii, 73 leaves ; 29 cm. Bibliography: p. 58-60. (NAL Call No.: DNAL S533.F66H239).
Abstract: A study to describe the relationship between participation in Delaware county 4-H activities and 4-H member's personal development. Twelfth grade students who were members of 4-H clubs in Delaware county served as the population for the study. Forth-eight of the 60 members participated in this research. The members self-selected the level of treatment in which they were exposed before the research began. Three instruments were used: 4-H Activity Inventory, Jury's Importance Survey of Delaware County 4-H Activities, and Personal Development Inventory. Participation in 4-H was the only factor measured in the study which could affect member's responses on the Personal Development Inventory. Other factors not considered could have influenced a respondent's score on any of the scales measured. Therefore, the evidence which measured the relationship between participation and personal development indicated a tendency, but not conclusive cause and effect.

0112
4-H school enrichment projects as a precursor to traditional programming in a native American culture /by Galyn Knight.
Knight, Galyn. 1988. November, 1988. 5, 4 , 4 leaves ; 28 cm. Bibliography: leaf 4 . (NAL Call No.: DNAL S533.F66G32).
Abstract: Navajo Native Americans have historically been underrepresented when comparing their participation in the 4-H program against their total population. A 4-H school enrichment (SE) program was introduced into the Ganado Intermediate School during the 1984-85 year. Several different projects were offered. Data was collected to determine any shift in numbers of clubs or members within the study area. All new members and leaders belonging to traditional clubs within that area were surveyed to determine what effect, if any, the 4-H SE projects had in their decision to participate in a traditional 4-H club. Findings of this research indicate 4-H SE programs can be effective in creating traditional 4-H clubs. It is important that the SE program is enjoyable, that adults see the value of youth participation, and that they identify it with 4-H.

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